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ABSTRACT

This document describes the efforts of program administrators to implement an organic curriculum in a Philadelphia, Pennsylvania, high school. The chief program administrator coordinated the activities of eight advisory subcommittees, curriculum development personnel, staff development, and community relations. Organic curriculum is a learner- rather than a teacher-centered course of study utilizing learning packages specifying behavioral objectives. Appendixes present a variety of materials developed by the project members. (Document not available in hard copy because of poor reproducibility.) (JK)

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FINAL REPORT

Project No. 9-66F5

Grant No. OEG-0-9-080679-3737 (010)

DEMONSTRATION OF ORGANIC DEVELOPMENT IN THE SCHOOL DISTRICT OF PHILADELPHIA, PENNSYLVANIA

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December 1970

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Summary:

Organic curriculum development in Philadelphia has been concerned with the implementation in a new high school specifically established to open in September 1971, but one will not open until early in 1972. The ES '72 Coordinator worked closely with the architect in establishing a learner-centered environment for the school. The entire curriculum planning included student selection and development involved active community participation. An advisory committee and subcommittees were established to assist with program implementation. Two summer workshops were established to train teachers for the learner-centered environment. Funds were provided by the Pennsylvania State Department of Education. Forty teachers and 400 students along with some community persons were involved in the workshops.

An administrative chart was developed to provide for an administrative staff that represents a departure from the traditional administrative staffing pattern.

Eight teachers were released from their teaching duties to develop interdisciplinary learning packets for ninth grade students. These are to be used and evaluated during the 1970-71 school year, and have been disseminated to each of the ES '72 schools. The teachers-writers worked from February to June 1970 on a full time basis in the curriculum development effort. Unfortunately, funds were not obtained to enable us to continue our curriculum efforts. Since many materials have been received from other ES '72 schools, we are planning to incorporate some of them in our educational program.

The ES '72 Coordinator has participated in many community meetings to acquaint parents and other community persons with the ES '72 program. Two talks were given to our State Department of Education, and the ES '72 Coordinator presented the ES '72 concepts to university professors and graduate students at a colloquium at the University of Pennsylvania.

An interim facility was started in September, 1970 where a pilot program was established for two hundred students and ten teachers. A principal, home and school coordinator and a secretary were also assigned to the facility.

Introduction

The ES '72 Program required that a person in each participating school district be assigned to the position of ES '72 Coordinator. The United States Office of Education provided funds for the Coordinator(s) salary and office expenses. However, duties and responsibilities of the coordinators were developed and approved by the ES '72 Executive Committee on September 27, 1968. The following statement of functions was adopted:

I. Objectives

A. Develop general purposes of the vocational curriculum in the local school district.

B. Review all available funding sources for support.

C. Hold open a variety of complex questions about any value laden a political commitment of the secondary curriculum.

D. Prepare a climate for and bring about change in the attitudes and behavior of people so that the curriculum becomes learner-centered.

E. Develop an integrated, comprehensive curriculum, grades nine through twelve.

F. Act as agent for communication.

G. Evaluate each step of the program.

II. Functions - As a staff person, under the direction of the superintendent of Schools, to:

A. Develop an ED '70 PERT for the local district.

B. Establish local professional steering committee.

C. Develop appropriate staff.

1. Analyze staff functions required for ED '70.

2. Establish professional and sub-professional staff requirements.

3. Establish non-educational staff requirements.

4. Identify role differentiation of ED '70 staff from that of regular staff.

5. Establish staff qualifications, develop job descriptions or statement of staff functions.

6. Design and conduct total staff training--in-service as well as basic. Work with and get cooperation of local teacher training institutions.

7. Arrange for the assignment and use of trained staff.

8. Evaluate staff development program.

D. Develop instructional management and career guidance program.

1. Formulate ED '70 goals for local district.

2. Define educational objectives.

3. Integrate educational objectives.

4. Specify performance objective modules, instructional.

5. Specify performance objectives for guidance program.

6. Identify and adapt for local district, or develop, instructional modules including multi-media and C.A.I.

7. Develop guidance program for local district.

8. Test and revise instructional modules in selected school or schools.

9. Install and monitor guidance program.

10. Integrate instructional modules into the school district curriculum.

11. Evaluate total curriculum and guidance program and tie in to ED '70 system.

E. Establish appropriate communications.

1. With State Education Department & U.S.O.E.

2. Within the local school district staff and community (labor organizations, industry, chambers of commerce, local government, civic organizations, P.T.A. etc.) with network schools.

3. Assist and cooperate in the design and development of the central information system.

4. Assist and cooperate in the design and development of the data processing function.

F. Develop local school administrative requirements; design, install and evaluate administrative program for local district.

G. Determine local space and facilities requirements; procure, install and try out new facilities and evaluate.

H. Evaluate total ED '70 program within the local district.

While each ED '70 Coordinator was left with the responsibility for performing the tasks of his particular school district, some have

have more effective plan either in implementing change. I shall appreciate my activities and involvement in the ES '70 program.

Advisory and Subcommittee Organization and Program Development

An advisory committee consisting of university personnel, school district personnel, persons from business and industry, parents, students and representatives from community organizations was established for the West Philadelphia University City High School. The committee met on a bimonthly basis with the Director Superintendent serving as chairman. The agenda was prepared by the ES '70 coordinator with the approval of the Director Superintendent. Minutes were taken by the ES '70 coordinator, reviewed by the Director Superintendent and disseminated to each member of the committee.

Eight subcommittees were formed with the chairmen selected from the advisory committee. However, because of the duplication of effort involving the Curriculum-Instructional and Business committees, the two were combined under the leadership of one chairman. The subcommittees were: Curriculum, Faculty Recruitment, Student Selection, Industrial-Vocational-Business, Community Relations, University Related, and Adult Education. These committees met according to their need to accomplish certain tasks so that some met on a weekly basis while others met only once each month. The ES '70 Coordinator attended each of the subcommittee meetings.

Duties and Functions of the Subcommittee

1. The Curriculum Subcommittee consisted of a teacher, students, counselors from the General Electric Re-entry Systems Division, directors of subject areas from central administration, and university professors. The committee reviewed the ES '70 goals and objectives and became acquainted with the writing of performance objectives. They reviewed the work of the curriculum writers and made some inputs that were incorporated in the learning packets. The ES '70 coordinator served as the chairman of this subcommittee.

2. The Faculty Recruitment Subcommittee consisted of university personnel, a teacher, a school administrator, community persons and the ES '70 coordinator. The committee reviewed the applications for teaching positions, formed teams to visit the applicants in their classroom settings, visited the classrooms and interviewed the teachers, and presented their findings to the committee. Decisions were then made regarding the acceptance or rejection of the applicant.

Much of the time of this committee was spent in establishing an administrative staffing pattern for the school. (See appendix) The committee made recommendations that were received by the Advisory Committee, but questions arose concerning the relationship between the ES '70 Coordinator and the principal and these questions were difficult to answer. However, the Committee did approve the establishment of managerial positions which would eliminate the title of vice

principal, and the establishment of new leaders that would eliminate the position of department head. This committee will consist of Lawrence, Mr. Kenneth Lodge, Associate Professor of Education, University of Pennsylvania, and chairman.

5. The Junior School Subcommittee consisted of principle of elementary schools, parents, community persons and the ESEA Coordinator.

The purpose of this committee was to establish leader patterns for the high school, visit the designated leader schools and orient the principals in developing programs that would prepare students for admission to the high school. Each of the five committees was involved in the consideration of team and school organizations from the literature. The meetings involved the input of our policy planners and led to the long range development of a citywide school to school leader pattern after the projected new schools are completed. These schools which will feed into the new high schools have been concerned about their educational programs and some of them are moving towards the establishment of individualized instructional programs in the lower and middle schools. There have been two chairmen of this committee: Mrs. Loretta Goodwin, former principal of the Pastorius Elementary School, and Mr. Leonard Fredericks, former principal of the Hulmeville Junior High School.

6. The Industrial-Vocational-Business Subcommittee was charged with the responsibility of bringing persons together who could establish jobs for the students or who would be willing to assist in the development of training programs for students in the high school. This committee's work will not have fruit until next year when some of the students in our pilot program will be ready for their initial occupational experiences. The chairman of the subcommittee was Allen Plato, former assistant director of vocational guidance.

7. The Community Relations Subcommittee was charged with the responsibility of working with social agencies in the community such as social, welfare, police, etc. in order to promote better relations with families. The committee also provided a vehicle for dissemination of information concerning the ESEA program to the community and belonging community concerns to the advisory committee. The chairman of this subcommittee was Bruce Evans, community relations specialist, Levitt Electric Battery Systems Division.

8. The University Related Subcommittee provided a means by which the high school program could be linked with the three universities in the area. Meetings were held with the presidents of the universities and cooperative agreements were made. Some professors have agreed to work with certain students, both on the university campuses and in the high schools. Plans have been developed for student teachers to receive their training in the high school. The University of Pennsylvania provided space and waived tuition fees for teachers who participated in our first ESEA summer workshop. Drexel University has provided space in their science laboratory and in their home economics laboratory for students.

The University of Pennsylvania has permitted us to use their Graduate Liberal Arts and physical education program. The University of Pennsylvania has also provided space in their faculty club and all our advisory committee meetings.

Miles Bagwell, executive secretary of the West Philadelphia Corporation, is the chairman of this committee.

2. The Adult Education Subcommittee ascertained the needs of the community and established a list of twenty-one priority areas for consideration in an adult education program. The plan is to design individualized self-paced adult education materials so that persons may receive training in line with their aspirations. If possible, some of the adults will receive training during the regular school day. Mrs. Juliana Smith, assistant director of School Extension, is chairman of this subcommittee.

The size of the subcommittees was varied, but those persons who were truly committed to our program were in regular attendance and made valuable inputs. Most of the members of the subcommittees were not members of the advisory committee, but this did not mean that they were less interested or involved than the members of the advisory committee.

Curriculum Development

Because the 69 '70 program was to be housed in a new facility, I did not want to start with a traditional program and have to engage in the traumatic experience of changing over to a different type of curriculum. Conferences were held with the Deputy Superintendent for Instruction and the Deputy Superintendent for Planning to elicit their support in obtaining a writing team. A proposal was developed, approved by the Superintendent, and submitted to the Office of Education in Washington, D. C. and the State Department of Education in Harrisburg, Pa. Since funds were not forthcoming from either of these sources, the Deputy Superintendent for Planning obtained the necessary funds to release eight teachers from their teaching duties so that they could devote their full energies to the development of the "organic curriculum." Letters were sent to each of the Philadelphia senior high schools notifying them of the opportunity to serve on the writing team. Resumes were received, reviewed, and interviews were held. Members of the Faculty Recruitment Subcommittee and the directors from the curriculum division assisted in the selection process. Eight teachers were selected for the team and included former teachers of science, English, mathematics, social studies, industrial arts, language, home economics, and commerce. Initially, the teachers were housed in the Pedagogical Library, but later were placed in an office here on ours. The working hours were from 9 a.m. to 3 p.m., but most of the teachers worked in the evening and on weekends to complete their curricular tasks.

The writing team was organized around themes or topics agreed upon by the team. In practice, six levels of learning packets for each grade eventually were developed according to the following topics: observation, classify and relate, order, graph and organizing information, critical thinking, and communication. The basic for these steps was to

[illegible]

[illegible]

[illegible]

one of the projects told me that her child had developed leadership qualities and actively participated in family discussions. Where he previously had been silent and withdrawn, he was now active and alert.

The evaluation of the workshop revealed that the objectives were accomplished although four of the forty teachers were asked unsatisfactory for work in the learner-centered environment. This workshop was held on the campus of the University of Pennsylvania in the beautiful, air conditioned Bellefield Lounge. The University provided space at no charge to the school district and granted free tuition and one graduate unit of credit for each of the teachers who desired it.

Although the State Department of Education provided most of the funding for the workshop, the West Philadelphia Corporation gave money for the group projects, secretarial services, and the purchase of some materials.

The second ES '70 summer workshop was held in the air conditioned E. S. Miller School, 43rd Street and Westminster Avenue. Forty teachers, a principal and four hundred students were involved in the workshop with the ES '70 Coordinator as the director and Evaluation Leader, University of Pennsylvania professor, as the assistant director. The purpose of the workshop was again to train teachers to work in the learner-centered environment. However, the focus of the workshop was different from the previous year's in that we wanted the teachers to develop curriculum materials based upon performance objectives, to be trained in guidance and counseling techniques, to work with media including videotaping, and to be concerned about the affective domain.

One hundred of the four hundred students were selected on the basis of their aptitude and interest in science and/or mathematics. A written examination was administered in the central office and each student was interviewed by a teacher volunteer. The successful students were then notified of their selection for the summer workshop. Some of the white parents were concerned about sending their children to a school in a ghetto community and withdrew them from the program. However, they were replaced by other students from the waiting list. The other three hundred students came from designated feeder schools.

Funding was provided by the State Department of Education in the amount of $29,000.00.

The objectives for the students and teachers were accomplished. Training was provided in achievement motivation, nature of learning patients, use of educational media, improvement in reading and arithmetic skills, trips to resource centers, determination of strengths and weaknesses, games and simulation, inquiry techniques, and group processes. Teachers patients also learned some of the inconsistent practices involved in lecturing and not adhering to the topics that would be interesting and relevant to the listeners.

Parents believed so that they were very pleased with the summer workshop and that their children were up before other members of

the household and were anxious to get to school. This was quite a change from previous behavior.

Evaluation forms were given to each student and teacher in the program. The results indicated that students liked the independent study, trips, the chance to make choices, learning how to get along with others, games and teacher-pupil relationships. The students from one group did not like the teachers because they lectured to the students.

The teachers thought that the most beneficial aspects of the workshop were inquiry techniques, group dynamics, understanding the learner-centered environment, student-teacher relationships. Although the range of responses varied from 0 to 10, the median scores indicating the least beneficial areas were concerned with multi-media approaches to learning and writing performance objectives. Although there were many areas to be covered, more time should have been allotted to the above two.

The objectives of the workshop were achieved. Four of the forty teachers were notified that they were unsuccessful in the workshop and would not receive appointments to the school. The principal reacted negatively to some of the teachers and vice versa. Because of a seeming lack of administrative support and other personal reasons, the principal resigned from the program and a replacement was named. He was told that half of the students (300) and ten teachers could be selected for the interim facility. The program was started in September 1970 in an old building until another interim facility was obtained. This is necessary because the new ES '70 high school will not be completed until early 1972. All of the students in our present program are from feeder schools, and the magnet program has been eliminated--at least for the present. Despite many adverse conditions, the program is underway and the training that the teachers and students received has been largely responsible for its success.

ES '70 Coordinators

I have served as a member of the steering committee of the coordinators and was elected chairman of the group in the fall of 1969. It has been my responsibility to serve as a member of the agenda committee to help plan the activities for the Network Meetings. It has also been my responsibility to help plan coordinators meetings with the assistance of the members of the steering committee. I have also attended and participated in meetings of the ES '70 Board of Directors. However, the main responsibility has been to preside over the coordinators' meetings and to keep the lines of communication open between the various school districts. Reports of these meetings with appropriate recommendations have been made to the ES '70 Board of Directors.

I have attended each of the Network meetings and Coordinators' meetings since my appointment to this position.

I have been a participant in three workshops for ES '70 school districts. The Achievement Motivation Workshop conducted by Dr. Alfred Alschuler was most beneficial in training us to be able to train others. Much of what I learned in this workshop was used in the

July 1970 workshop for teachers and students. The Harvard Conference conducted by Dr. David Tiedemann was also beneficial in making us aware of these computerized programs (hardware and software) that could be used in an ES '70 school. Dr. Tiedemann's informational system for vocational decisions was an excellent example of a system that could be made available for any school system. Two persons from our school district were involved in this workshop. The third workshop was "Research Utilizing Problem Solving" and was concerned with the force-field analysis in problem solving as developed by Charles Jung of the Southwest Regional Laboratories.

Conclusions

The goals and objectives that were developed for the organic curriculum have been achieved in varying degrees. It is unfortunate that money from the Office of Education was not provided to enable us to continue our curriculum development efforts. However, we are still hopeful that some financial resources will be provided for this purpose.

Staff development by means of the two summer workshops produced teachers who were capable of curriculum development and who related effectively with children. However, the delayed opening of the new high school necessitated a delay in the appointment of teachers to the school. Although forty teachers have been trained in the workshops, only nine are actively working in the ES '70 school. Adequate financial support would have enabled us to use all of the teachers and students who participated in the workshops.

Materials have been disseminated to other ES '70 schools and to our State Department of Education. Only positive feedback has been received concerning our efforts.

Recommendations

1. Financial support for curriculum development and evaluation is a must if the program is to exist in the ES '70 school.

2. Workshops to train a core of teachers, substitute teachers, parents and community should be established.

3. Ongoing total staff development must be provided for in the budget.

4. The Coordinator's role is a difficult one because he has been charged with the responsibility for development of the organic curriculum by working with appropriate school district and community personnel. This includes staff selection and development. The task requires a person working full-time to bring about the climate for change and causing the change to become effective reality.

1. The philosophy underlying the separate curriculum is so important and valuable that the program should be continued until the results of our efforts can be evaluated. The possibility is that most school systems will want to establish programs similar to the one being developed for the Philadelphia ES '70 school.

APPENDICES

A. Fact Sheet

B. Organizational Chart

C. Summer Workshop

D. Sample Agenda of Meetings

E. Sample Reports

F. Interim Facilities

A. FACT SHEET

FACT SHEET UNIVERSITY CITY HIGH SCHOOL FEBRUARY,1969

University City High School, a $13 million facility, is now under construction on a 24 acre site at 34th and Filbert Streets. The school will be the first high school completed in the Philadelphia public school system since Washington High School opened in 1962. The school is scheduled to open in September of 1970 with 1200 students who have graduated from eight grade elementary schools or from junior high schools. Eventual enrollment will be 2500 students in an integrated high school.

The uniquely designed, three-story building is the first air-conditioned high school to be constructed in Philadelphia. It will feature clusters of classroom space in which each student will have his own individual work area or "carrel" and a variety of highly specialized facilities -- including a live animal laboratory and a radioactive isotope experimental laboratory, the first such laboratories in a City High School.

The new University City High School is one of eighteen schools in the United States -- and the only school in Pennsylvania -- to be designated by the U.S. Office of Education as an ED'70 school. ED'70 or "Educational System for the Seventies" will seek to evolve an "organic curriculum" -- aiding in the development of a non-traditional high school with the evolution of a secondary school curriculum and organization involving individualized instruction. In addition, while serving as a high school for West Philadelphia's District One, the school will be a science-mathematics magnet school drawing up to one-fourth of its enrollment from other parts of the City.

Other school districts participating in the ED'70 network are: Atlanta, Georgia; Baltimore, Maryland; Bloomfield Hills, Michigan; Brooklyn County, Kentucky; Boulder, Colorado; Duluth, Minnesota; Fort Lauderdale, Florida; Houston, Texas; Chicago Archdiocese School Board, Illinois; Mamaroneck, New York; Minola, New York; Monroe, Michigan; Portland, Oregon; Quincy, Massachusetts; San Antonio, Texas; San Mateo, California; and Willingboro, New Jersey.

An Advisory Committee, composed of educators, scientists and representatives from business, industry and the community, has been formed and is studying proposed community and institutional relationships as well as the development of curriculum for the University City High School. Eight subcommittees have been formed -- School-Community Committee; Curriculum Committee; University Relations Committee; Adult Education Committee; Feeder School Committee; Faculty Recruitment Committee; Industrial-Vocational and Business Committees. Dr. Marshall-Neill E. Young, Superintendent District One, is serving as Chairman of the Advisory Committee.

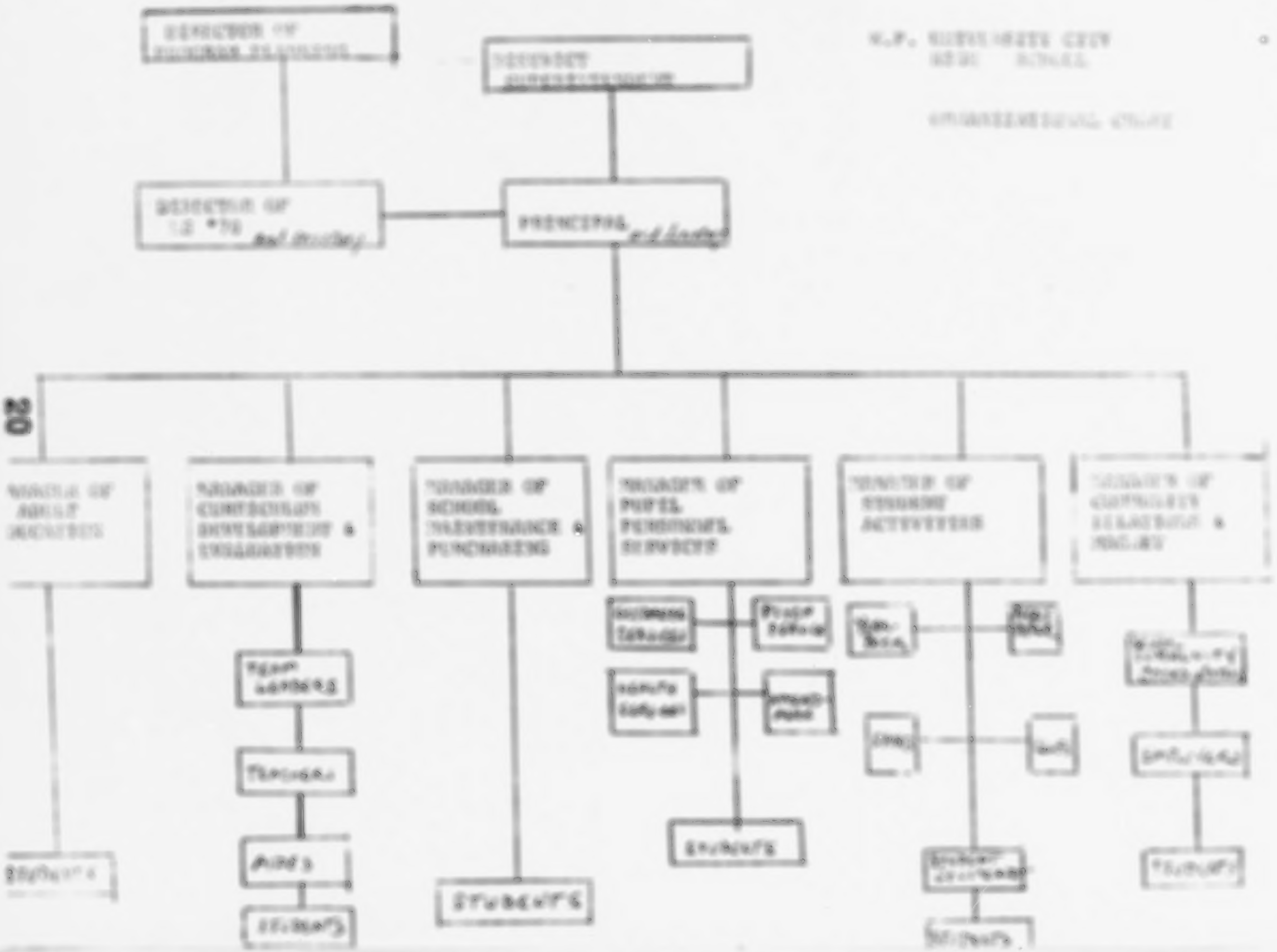
Cooperative agreements have been reached with the University of Pennsylvania, Drexel Institute of Technology, the Philadelphia College of Pharmacy and Science, and General Electric Reentry Systems. Training of personnel in the new high school will begin with two summer workshops for teachers -- four weeks in 1969 and six weeks in 1970. A team of curriculum writers has been selected and began work in February.

Mr. George H. Love has been appointed as ES'70 Coordinator for the University City High School and it is his responsibility to develop the "organic curriculum" for the University City High School by utilizing all available resources and to coordinate the activities with the ES'70 network. He is also responsible for developing appropriate staff for the school by analyzing staff functions; establishing professional, sub-professional and non-educational staff requirements; and designing and conducting total staff training. Mr. Love has received recognition as one of Pennsylvania's outstanding chemistry teachers and is a recipient of several National Science Foundation grants. He taught science for ten years at Simon Gratz High School and chemistry for four years at Central High School. He served for one year as a Fulbright Teacher of Science in Izmir, Turkey, and was a lecturer in Science Education at the University of Pennsylvania.

5. ORGANIZATIONAL CHART

W. P. UNIVERSITY CITY HIGH SCHOOL

ORGANIZATIONAL CHART



DIRECTOR

He should have primary responsibility for liaison between the school district, the school and the ES'70 Network. He should arrange visitation to the school, be responsible for selecting appropriate staff, including non-teaching assistants, specialists, and teacher aides, and advise the principal regarding staff training. He should work with the school advisory committees and the District Superintendent in implementing school programs. He should be responsible for utilizing all available funding sources for support, including scholarships for students. He should work closely with the universities, teacher schools, and the State Department of Public Instruction. He should prepare a climate for and bring about change in the attitudes and behavior of people so that the curriculum becomes learner centered.

He must assume the responsibility for developing an integrated or interdisciplinary curriculum. His direct contact in the school will be with the principal and the manager for curriculum. He should be charged with the responsibility for dissemination and diffusion.

PRINCIPAL

This should be a supervisory role over the various managers. The principal should also be responsible for training staff and presiding over faculty meetings. He should see that the educational program runs efficiently and effectively. He should establish the number of teachers needed for the school and arrange for the flow of students through the school. He should be responsible for assembly programs. He should be capable of spotting and preventing weakness in any of the curriculum areas. He must be aware of educational programs that will help improve his faculty and be able to stimulate faculty interest in these programs. He works with the Director of ES '70 in establishing the curriculum for the school.

MANAGER OF COMMUNITY RELATIONS

He should have primary responsibility for coordinating school community activities. He should also be charged with the responsibility of working closely with the Career Development Division and the Industrial-Vocational-Business Committees in obtaining jobs for the students. He should attend community functions and report various community activities to the school. He should be responsible for the selection and admission of students to the magnet program. He works with the school-community coordinator. He is responsible for the supervision of students who are working in the field.

Under the direction of the principal, he arranges for volunteers to assist in the educational program of the school. He works closely with the manager of Pupil Personnel Services in the assignment of students to occupational experiences.

MANAGER OF PUPIL PERSONNEL SERVICES

He should have responsibility for coordinating and supervising guidance, psychological health and attendance services. He should review all cases concerning pupil behavior and make appropriate recommendations to the pupil, parents and principal. Under the direction of the principal, he handles problems involving the scheduling of students. He should have a background in computer technology and data processing. He is responsible for seeing that information pertaining to the individual student is appropriately recorded and distributed to the proper sources. He arranges for occupational and educational experiences for students according to their needs, aspirations and abilities.

MANAGER OF CURRICULUM DEVELOPMENT

He should have primary responsibility for updating and writing curricula. He should work with both students and teachers. He should be responsible for supervising the team leaders and evaluating the curriculum. He should maintain contact with other ES '70 schools and review their curricular material for possible utilization in the Philadelphia school. He should prepare curricular materials for possible utilization by other Philadelphia high schools. He should work closely with the principal and the director of ES '70 in the implementation and evaluation of the organic curriculum.

MANAGER OF STUDENT ACTIVITIES

This is a supervisory position over student activities. He should be responsible for the Year Book and the school newspaper. He should be responsible for the school's sports program and arrange for club sponsorship. He must have organizational ability and relate well with students. He must be aware of and make known to interested persons the available opportunities for students to take advanced work in other institutions. He works with the physical education team leader in arranging intramural and extramural sports activities. He is responsible for the financial aspects of the sports program.

MANAGER OF SCHOOL MAINTENANCE AND PURCHASING

He should have supervisory responsibilities for the maintenance staff and purchasing department for the school. He should have an accounting background. He should handle all of the financial problems associated with payrolls and requisitions. He should account for all materials and supplies received. He should be responsible for keys to rooms, laboratories and for student lockers. He must maintain accurate records of equipment in the school and arrange for any necessary repairs. He works under the direction of the principal.

MANAGER OF ADULT EDUCATION

He should have primary responsibility for supervision of Adult Education programs during evenings and on Saturday. He should supervise teachers in the evening school program. He should work closely with the Adult Education Sub-committee in establishing relevant curricula for the adult community. He should be able to organize adults for needed social action to provide needed services. He must actively work to raise the adult levels of appreciation and understanding. He works under the direction and supervision of the principal. He works with the manager of curriculum in the development of individualized learning packets for adults.

TEAM LEADERS

These persons should be experts in their subject areas. They should have the responsibility for the acquisition of needed materials for the school and to see that the materials are effectively utilized. They should perform or supervise the necessary demonstrations for the students and should arrange for lectures by visiting experts. They should be able to inspire other members of the team to do their best.

One team leader for each of the following subject areas is required:

1. English
2. Social Studies
3. Science
4. Home Economics
5. Commerce
6. Mathematics
7. Industrial Arts
8. Languages
9. Art)
   Music)
10. Physical Education

TEACHERS

The teacher should be able to work as an effective member of a team. He should be able to manage customized learning. He should be able to demonstrate a grasp of the principles of child development, of positive reinforcement, of positive interpersonal relationships, of group interaction. The teacher should not be afraid to take risks. He should be able to adapt innovations to local requirements. He should have a broad enough educational background to feel secure in an inter-disciplinary approach to learning. He should be able to write performance-based curricula and adapt and revise those that others have written to suit the needs of individual students. He should be person-oriented rather than subject-matter oriented. He should be able to evaluate his own work in the light of student-output rather than teacher input. He should be able to work with para-professionals, student-tutors, professionals from other fields, community leaders and others in a collaborative venture toward broader learning experiences for students.

SALARY RECOMMENDATIONS

		Number Required
Director	$ 20,840 - $24,480	1
Principal	18,920 - 22,760	1
Managers	15,960 - 18,320	4
Team Leaders	15,960 - 19,400	10
Regularly Appointed Teachers	10,000 - 15,000	150

Some of the additional staff members will be paid by their respective employers on released-time assignments. Some will volunteer their services, and some will be paid an hourly rate.

C. SUMMER WORKSHOP

PROPOSAL

TO: MR. JOHN L. GEYMAN, DIRECTOR
BUREAU OF CURRICULUM DEVELOPMENT AND EVALUATION
DEPARTMENT OF EDUCATION
HARRISBURG, PENNSYLVANIA

TITLE: A WORKSHOP TO TRAIN TEACHERS TO WORK IN STUDENT CENTERED, INDIVIDUALIZED, INTERDISCIPLINARY CURRICULAR ENVIRONMENT

APPLICANT ORGANIZATION: THE SCHOOL DISTRICT OF PHILADELPHIA

INITIATOR: [signature]
MARK R. SHEDD
SUPERINTENDENT OF SCHOOLS
SCHOOL DISTRICT OF PHILADELPHIA

PROJECT DIRECTOR: [signature]
GEORGE H. LONG
ED 'TO COORDINATOR
SCHOOL DISTRICT OF PHILADELPHIA

DURATION OF ACTIVITY: JUNE 15, 1970 THROUGH July 31, 1970

TOTAL FUNDS REQUESTED: $11,141.25

DATE TRANSMITTED: NOVEMBER 5, 1969

II. ABSTRACT

TITLE OF PROJECT:	A WORKSHOP TO TRAIN TEACHERS TO WORK IN STUDENT CENTERED, INDIVIDUALIZED, INTERDISCIPLINARY CURRICULAR ENVIRONMENT
PROJECT DIRECTOR:	GEORGE H. LOVE
CONTRACTING AGENCY:	THE SCHOOL DISTRICT OF PHILADELPHIA
FUNDS REQUESTED:	$ 18,265.75
PROPOSED BEGINNING DATE:	June 15, 1970
PROPOSED ENDING DATE:	August 15, 1970

The development of an organic curriculum for the University City High School is of paramount importance. However, we cannot overlook the fact that teachers must be instructed in the art of working in a different type of teaching-learning situation in order to accomplish the objectives of the ES '70 program. We find that secondary school teachers usually think in terms of subject matter and not in terms of how the student can be helped to learn. Therefore, the major thrusts of this workshop will be to train teachers to develop performance based objectives to be utilized by the students; to aid and facilitate the learning process; to be resource persons to the student; to allow the student to develop to his maximum potential; and to create a highly motivational atmosphere for learning.

III. THE NEED

The leaders, and gradually the masses of citizens, in most nations are beginning to realize that the extent and quality of education provided may be a major factor in determining the difference between catastrophe and a rapidly improving civilization. Among the factors that contribute significantly, under modern conditions, to national and international tensions are ignorance and poverty. Prosperity and progress tend to be threatened or disrupted by deprivation and lack of opportunity. Unless prompt steps are taken to eliminate injustices and inequities, the uneducated, the poor and the exploited are likely to turn increasingly to violence, rioting, or even revolution in their desperate attempts to remedy their unfortunate condition.

The University City High School is the ES 'TP school in Philadelphia and the only one in the State of Pennsylvania. The unique type of curriculum planned for the school is designed to help each child develop to his maximum potential by being student-centered rather than subject-centered. A workshop was conducted during the summer of 1969 with a focus on the humanizing aspects of pupil-teacher and teacher-teacher relationships. Forty teachers that were specially selected by a faculty recruitment committee participated in the workshop along with eighty students who were experiencing learning difficulties. The students were permitted to form their own groups and to select a project with the teachers acting as resource persons and facilitators. The teachers also met in groups with a designated workshop teacher who reviewed with them the events of the day and helped them to improve in their relationships with each other. Feedback indicates that the program was beneficial and successful.

During the summer of 1970, another workshop will be held to prepare teachers and students for the individualized, integrated, interdisciplinary high school program. The areas to be covered are:

1. Improvement in guidance and counseling techniques.
2. Development, evaluation, and refinement of specific performance objectives.
3. Training in instructional technology and media.
4. Understanding attitudes and needs in career development.
5. Utilization of video-taping and micro-teaching methods.
6. Humanizing education.

The above areas will be covered during the five-week program with teachers meeting by themselves during the first week to get an overview of the ES 'TP program and practice in writing performance objectives.

They will also engage in experiences that will involve them in inquiry.

The students will commence with family rating the second week. Diagnostic tests will be administered to determine student needs and interests. Programs will be developed to provide for the needs of individual students. We are hoping to improve the basic skills of the students and will analyze the learning packets to determine what skills the students should have. We are hoping to improve the ability of teachers to aid, assist, facilitate and encourage students in the learning process.

The proposed plan requires the attendance of teachers from 9:00 A. M. to 3:30 P. M., Monday through Friday for five weeks. The students will attend sessions from 9:00 A. M. to 12:00 noon, Monday through Friday for the 2nd, 3rd and 4th week, and from 9:00 A. M. to 3:30 P. M. for the 5th week.

The proposed personnel are suggested as workshop leaders:

Dr. Helen Burchell -	Curriculum
Dr. Bruce Tuckman -	Interdisciplinary Objectives
Dr. Richard Gibboney -	Humanizing Education
Miss Charlotte Levens -	Humanizing Education
Mr. Allen Platt -	Guidance and Counseling
Dr. Kenneth George -	Inquiry Approach
Mrs. Mary Thompson -	Instructional Technology and Media
Mr. William Reynolds -	Video-Taping and Micro-Teaching
Mr. Norman Newberg -	Affective Behavior

The faculty would consist of fifty specially selected teachers, most of whom attended the initial summer workshop. The student body will consist of ninth and tenth grade students who reside in District One and desire to attend University City High School in September, 1970. A full-time secretary will also be required. The principal and other administrative personnel for the University City High School should also be expected to participate in the workshop.

The contact with students on an individual basis is essential in the staff development program, and it is hoped that the proposed schedule will produce the desired product. The evaluation of the workshop will be primarily utilitarian, but the format may serve as a model for other schools to follow. It is quite obvious that there is great merit in individualized

[illegible] It is also quite obvious that many [illegible] are [illegible] this type of [illegible]. Therefore, the training of staff to function in this type of [illegible] is essential. Employee training [illegible] might [illegible] be [illegible] in order to [illegible] [illegible] are adequately prepared. A [illegible] [illegible].

	Date 79	Date 80	Date 1	Date 2	Date 3
[illegible]	Unit organization Introduction of staff and participants Introductory film on [illegible] Films and Discussion of [illegible] Change Laws Elections and Congress	Native Hospitality	Native Hospitality	Native Hospitality	Introductory Activities
[illegible]	Sociology 1) Introduction Discussion "The Role of Individuality"	Lecture Systematic Instructional Decision-Making Discussion and Curriculum Materials Work Groups	Educational Objectives Discussion and Curriculum Materials	Establishing Performance Standards Discussion and Grading Policy Materials	Discussion and Grading Policy Materials Work Groups
[illegible]	Tests	Problems			Orientation to Children
[illegible]	Group Work Session Session (2) Achievement Motivation "Who Am I?"	Group Work Session Session (3) Part (B) Achievement Motivation "Action Strategies"	Human Nature Affective Domain	Human Nature Affective Domain	
[illegible]					

	July 6	July 7	July 8	July 9	July 10
9:00 A.M.	Welcome and Introduction of Staff to Students, Assignment to Group-Projects Section	Instructional Techniques and Goals	Instructional Techniques and Goals	Instructional Techniques and Goals	Inquire Nature of Art Play
10:30 A.M.	Tea Served Indoors		Determination of Reading Level of each student	Determination of Arithmetic Level of each student	Tutorial
11:00 A.M.	Division of students into Group Projects	Development of a Short Chronological History of Education Choices of Individual Students	Individual Instruction	Individual Instruction	Individual Instruction
		Mary Thompson	Mary Thompson	Mary Thompson	Kenneth Gregg
LUNCH					
1:00 P.M.	Group Work Session Assignment Discussion #6 "Enjoyment Planning"	Group Work Session Role Play	Group Work Session Role Play	Group Work Session Writing Lab.	Group Work Session Discussion Writing Lab.
CLOSING					

	July 13	July 14	July 15	July 16	July 17
9:00 A.M.	Guidance and Counseling Film Techniques Discussion "Cascade" Potential Achievement Motivation	Guidance and Counseling Film Techniques Discussion of "Blocks" Potential Achievement Motivation	Counseling Education Career Development	Counseling Education Vocational Exploration	Counseling Education
			CHILDREN USE LEARNING PACKETS IN CLASSROOMS		
	Allen Platt	Allen Platt	Achievement Motivation #9	Achievement Motivation #10	
LUNCH					
1:00 P.M.	Group Work Session	Group Work Session	Group Work Session	Group Work Session	Group Work Session Writing LAP's
PLANNING		Simulation	Visit to Computer Center at 5th & Lazarus Sts.		

	July 20	July 21	July 22	July 23	July 24
9:00 A.M.	Video Taping I.M.C.	Video Taping	Micro Teaching	Micro Teaching	Micro Teaching
	Bill Reynolds	Bill Reynolds	Bill Reynolds	Bill Reynolds	Bill Reynolds
11:00 P.M.	Group Work Session Writing LAP'S	Group Work Session Writing LAP'S	Group Work Session Writing LAP'S	Group Work Session Writing LAP'S	Group Work Session Writing LAP's

	July 27	July 28	July 29	July 30	July 31
9:00 A.M.	Local Resources	Local Resources	Local Resources	Review and Discussion of Workshop	Evaluation
	5 groups to Arboretum 5 groups to Library	10 groups to Zoo 5 groups F. I. 5 groups to Arboretum	5 groups to Library 5 groups to F. I. 10 groups to Airport	5 groups to University Museum 5 groups to Water Treatment Plant 5 groups to Library 5 groups to F. I.	Outdoor meeting (weather permitting) and evaluation of workshop. (Unveiling forms). Picnic - parents invited
11:00 A.M.	10 Groups to Zoo				
1:00 P.M.	Group Work Sessions	Group Work Sessions	Group Work Session	Group Work Session	

ES '70 SUMMER WORKSHOP

	SOCIAL SECURITY #	SURNAME	FIRST NAME	SIGNATURE
1.	178-26-1696	Adams	Shirley	
2.	703-52-6891	[illegible]	Margaret	
3.	208-29-0152	[illegible]	Martha C.	
4.	183-38-7570	Bostic	Audrey	
5.	352-38-9252	Bromley	Patricia	
6.	178-58-8210	Burnett	Gary D.	
7.	159-22-4875	Brown	Samuel	
8.	220-32-0369	Burgess	Vivian	
9.	208-26-7750	Bush	Carrie B.	
10.	177-52-1951	Carter	Ernestine	
11.	581-36-4264	Chesney	Roberta	
12.	189-52-4908	Davis	Ida	
13.	238-38-9258	Dawson	Charles L.	
14.	260-60-6709	Dorsey	Cheryl	

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	SOCIAL SECURITY #	SURNAME	FIRST NAME	SIGNATURE
15.	187-03-3515	Feldman	Harold	
16.	158-36-7030	Foster	Jack	
17.	159-32-3908	Gettys	Andrew	
18.	165-12-1119	Geere	Geraire	
19.	176-20-3077	Graham	Mary	
20.	171-30-0367	Hall	Doris P.	
21.	221-30-5981	Hughes	Thomas	
22.	208-26-1667	Johnson	William M.	
23.	065-99-6010	Kramer	Alan Howard	
24.	176-605-062	Love, Jr.	George	
25.	266-26-4652	Massey	Peter	
26.	162-26-1351	Mayfield	Virgie E.	
27.	208-09-5021	Moore	Harry	
28.	325-07-6961	Price	Walter	

Uniqueness of Capabilities

1. The Philadelphia School District is part of a network of nineteen school districts throughout the United States involved in establishing the Organic Curriculum. While there are many individualized instructional programs on the elementary and junior high school levels, there are relatively few in operation on the high school level. The entire ES '70 Network is concerned with individualizing secondary education.

2. The Philadelphia School System is one of the largest in the ES '70 Network and is the largest in Pennsylvania. There are many innovative programs in operation in the city and reports may be given concerning those that have a direct relationship with the ES '70 concepts.

3. We have commitments from community and university personnel for working with students and assisting in various programs related to the school. This provides a uniqueness of community and university involvement in the operation of a high school.

4. The school will have students from a variety of socio-economic backgrounds and will provide an ideal setting for observation and evaluation of learning styles and student decision making.

Statement of Work

We will provide the Department of Public Instruction with behavioral objectives and learning packets that we develop for our school.

We shall duplicate materials garnered from other ES '70 Network schools and send the material to the Department of Education.

We shall arrange for representatives to visit the ES '70 school when the learning packets will be tested.

We shall arrange for officials from the State Department of Education to participate in the workshop.

We shall arrange for all materials used in the workshop to be duplicated and sent to the State Department of Education.

We shall send an evaluation report to the State Department of Education. Funding shall be for period ending August 15, 1970.

IV. PERSONNEL AND FACILITIES

PROJECT DIRECTOR

George H. Love - ES '70 Coordinator
Shall be responsible for the development and administration of the Summer Workshops.
Full time.

IV. PERSONNEL AND FACILITIES

WORKSHOP LEADERS

Dr. Richard Gibboney, Professor of Education, University of Pennsylvania

Dr. Kenneth George, Assistant Professor of Education, University of Pennsylvania

Miss Charlotte Lavoie, Lecturer and Specialist in Education, University of Pennsylvania

Dr. Fanny Tuckman, NCOPE Center, Rutgers University

Mr. Allen Platt, Assistant Director of Guidance and Counseling, School District of Philadelphia

Mr. William Reynolds, Supervisor of Student Teaching, University of Pennsylvania

Mr. Norman Newberg, Curriculum Specialist, School District of Philadelphia

SECRETARY

Full time.

V. BUDGET

INITIATOR

Mary R. Shedd

Duration of Proposed Activity: 2 Months

PARTICIPANTS

The School District of Philadelphia

Beginning Date: June 15, 1970

Ending Date: August 15, 1970

A. DIRECT COSTS

Teacher Stipends

10 @ $90.00 / week for 5 weeks..... $22,500.00

Workshop Leaders

100 days @ $75.00/ day 7,500.00

Secretarial Services

1 @ $125.00 /week for 5 weeks..... 625.00

Fringe Benefits

9% x $625.00 ..... 56.25

Materials and Supplies 500.00

$31,181.25

B. TOTAL COSTS $31,181.25

Proposal

To

John N. Kennedy, Director

Bureau of Curriculum Development and Evaluation

Department of Public Instruction

From

The School District of Philadelphia

George M. Love

ES '70 Coordinator

April 7, 1969

Philadelphia is one of eighteen school districts involved in the ES '72 network which is concerned with the establishment of curriculum that will be meaningful to all students. The goal, therefore, is to provide children with academic and vocational skills that will enable them to go to college, to go into technology, or to get a job. The system is based on the concept that education should be individualized, and since children learn at different rates, they should be permitted to do so. We are also aware that children do not learn in the same way, so that we must provide equipment that will help each child learn as much as he can. We believe that each child should know what he should be able to do after he has completed a learning experience, and we tell him this by having him complete activities based upon performance objectives. This education in the Philadelphia school will take place in a specially designed building where the classrooms will belong to the students and not to the teachers. Each student will have his own work/study area in the classroom that will belong to the students and not to the teachers. The laboratories will be multipurpose and will permit investigations in many areas. Eight writers are now developing learning systems that will help the child to understand the relationships between history, science, mathematics, language, etc. There will be computer teaching and other new teaching aids to help the child to learn. Scientists, persons from business, industry, and the community

will be available to assist individual or clusters of students in the learning process. Specially trained teachers will form the major part of the staff.

The school will be ungraded, no levels, courses or grades. The progress of students will be kept on the computer, and students, teachers or parents can obtain information when needed. Parents will be involved in the school and will be welcome at anytime. The school will develop academic and vocational skills, and each child will have at least one salable skill when he leaves the school. However, he will be able to work in a number of related jobs. There will be no bells, so students will be able to work in a given area without having a strict time schedule. The school will run on a 12-month basis with groups of children and teachers spending part of the two summer months in a total living-learning experience in a rural environment.

Uniqueness of Capabilities

1. The Philadelphia School District is part of a network of eighteen school districts throughout the United States that are involved in establishing the Organic Curriculum. While there are many individualized instructional programs on the elementary and junior high school levels, there are relatively few in operation on the high school level. The entire ES '73 network is concerned with individualizing secondary education.

2. The Philadelphia School System is one of the largest in the ES '73 network and is the largest in Pennsylvania. There are many innovative programs in operation in the city and reports may be given concerning those that have a direct relationship with the ES '73 concepts.

3. We have commitments from community and university personnel for working with students and assisting in various programs related to the school. This provides a uniqueness of community and University involvement in the operation of a high school.

4. The school will have students from a variety of socio-economic backgrounds and will provide an ideal setting for observation and evaluation of learning styles and student decision making.

2. We have released eight teachers with excellent subject-matter backgrounds for writing the interdisciplinary learning packets. They are presently working in the School Administration Building as a team in curriculum development.

3. There is only one ES '76 school in Pennsylvania and this is located in the School District of Philadelphia. It will serve as a model for other school districts in the State.

Statement of Work

We will provide the Department of Public Instruction with behavioral objectives and learning packets that we develop for our school.

We shall duplicate materials garnered from other ES '70 Network Schools and send the material to the D.P.I.

We shall arrange for D.P.I. representatives to visit the school or schools when the learning packets are being tested.

We are planning to conduct a summer workshop for teachers during the month of July, and will arrange for representatives to participate in the summer program.

We are planning to have a community conference with the ES '70 school as the principal focus representatives from D.P.I. will be invited to attend.

Funding shall be for period ending June 30, 1969.

Cost Summary

Professional Time	5 @ $600.00	=	$3,000.00
Secretary Time	1 @ $500.00	=	500.00
Material and Resource			
Guide Printing			$2,500.00
		Total Cost	$6,000.00

An Educational System for the 70's

THE SCHOOL DISTRICT OF PHILADELPHIA
21st and Parkway
Philadelphia, Pennsylvania 19103

GEORGE H. LOVE
ES '70 Coordinator
Phone 448-3520

April 15, 1970

TO PARENTS OF EIGHTH GRADE STUDENTS

Eighty-two-hundred and sixty eighth grade students will be randomly selected to participate in a pilot program for the West Philadelphia University City High School beginning in September, 1970. However, each student selected must agree to attend a workshop during the month of July. The hours will be from 9:00 A.M. to 12:00 noon. The eventual location of the pilot program and the summer workshop will be in the A. Spencer Miller School, 42nd & Ogden Sts.

Instruction in the school will be learner-centered rather than subject-centered and the student will be actively involved in the learning process. His rate of advancement will depend upon his motivation, ability, and interest. Teachers are being selected and will be trained to help students to develop to their maximum potential. All areas of the curriculum will be involved in the learning process, and the academic will be blended with the vocational in a curriculum that will prepare all students so that upon completion of his education, a student may go to college or on into technology, or go into business or industry.

If you choose to have your child participate in the interim facility, please return the form below to the principal of your child's school.

I would like my child to participate in the pilot program of the West Philadelphia University City High School.

NAME OF CHILD _____ ADDRESS _____

TEACHING SCHOOL _____

SCHOOL ATTENDING _____ SIGNATURE OF PARENT _____

DATE _____

TO ALL PRINCIPALS

Forty students presently in the eighth grade will be randomly selected to participate in a pilot math-science program for the West Philadelphia University City High School beginning in September, 1970. However, each student selected must agree to attend a workshop during the month of July. The hours will be from 9:00 A.M. to 12:00 noon. The location of the pilot program and the summer workshop will be in the E. Spencer Miller School, 43rd & Ogden Sts., Philadelphia, Pa.

The basis for selection will be the student's interest and ability in science and/or mathematics. An examination will be given to each applicant as part of the screening process.

Instruction in the school will be learner-centered rather than subject-centered and the student will be actively involved in the learning process. His rate of advancement will depend upon his motivation, ability, and interest. Teachers are being selected and will be trained to help students to develop to their maximum potential. All areas of the curriculum will be involved in the learning process, and the academic will be blended with the vocational in a meaningful way for all students so that upon completion of his education, a student may go to college or go into technology or go into business or industry.

Will you please announce this opportunity to your 8th grade students and have them send the following information, if they are interested in our program? The deadline for applications is April 10th, 1970

I would like my child to participate in the pilot math-science magnet program of the West Philadelphia University City High School.

_____ _____
Name of Child Address

_____
Telephone Number

_____
School Attending

_____
Signature of Parent

An Educational System for the 70's

THE SCHOOL DISTRICT OF PHILADELPHIA
21st and Parkway
Philadelphia, Pennsylvania 19103

GEORGE P. LOVE
ES '70 Coordinator
Phone 448-3120

June 4, 1970

Dear

(Name/Title)

We are very happy to inform you that you have successfully passed the examinations for entrance into the West Philadelphia University City High School. Please report to the new air conditioned A. Sprague Miller School, 42nd & Chestnut Sts., at 8:45 A.M., July 6th, 1970 for a four-week workshop which will end on July 31st.

Sincerely,

George P. Love
ES'70 Coordinator

Please send the form below to me on or before June 25th at the above address after checking the appropriate box.

Dear Mr. Love

☐ I shall report for the summer workshop on July 6th, 1970 at 8:45 A.M.

☐ I shall be unable to report for the workshop

Signature of Child

Signature of Parent

NAME _____

Please indicate your reaction to the workshop by circling the number that corresponds to your thinking.

1. One of the purposes of this workshop was to acquaint you with the multi-media approach to learning.

0 1 2 3 4 5 6 7 8 9 10

not achieved — objective achieved

Responses

5 2 3 5 4 1 2 3 4 2 3

2. One of the purposes of the workshop was to try out some ways of increasing teamwork skills.

0 1 2 3 4 5 6 7 8 9 10

not achieved — objective achieved

Responses

1 1 2 2 1 4 6 8 8 0 4

3. One of the objectives was to be able to write performance objectives.

0 1 2 3 4 5 6 7 8 9 10

not achieved — objective achieved

Responses

3 5 4 4 5 1 2 3 4 2 5

4. One of the objectives was to develop a learning packet with your students for your students.

0 1 2 3 4 5 6 7 8 9 10

not achieved — objective achieved

Responses

3 2 2 1 1 5 6 9 2 1 3

5. One of the objectives was to get you to use inquiry techniques with students.

0 1 2 3 4 5 6 7 8 9 10

not achieved — objective achieved

Responses

0 0 1 2 1 6 3 4 11 6 1

4. One of the objectives was to give you some additional training in guidance and counseling techniques.

0	1	2	3	4	5	6	7	8	9	10	MEDIAN
not achieved										objective achieved	
Responses											
2	3	1	2	3	8	7	3	4	2	2	= 37

5. One of the objectives was to expose you to group dynamics.

0	1	2	3	4	5	6	7	8	9	10	
not achieved										objective achieved	8
Responses											
0	1	1	0	1	3	2	1	11	0	9	=37

6. One of the objectives was to get you to understand achievement motivation.

0	1	2	3	4	5	6	7	8	9	10	
not achieved										objective achieved	7
Responses											
0	2	0	4	1	3	7	6	7	2	3	= 35

7. One of the objectives was to expose you to the learner-centered environment.

0	1	2	3	4	5	6	7	8	9	10	
not achieved										objective achieved	8
Responses											
1	0	1	2	1	3	3	4	8	7	6	= 36

10. One of the objectives was to improve your relationship with students.

0	1	2	3	4	5	6	7	8	9	10	
not achieved										objective achieved	8
Responses											
0	1	0	0	0	2	0	6	10	7	10	=36

If your response to any of the questions was less than 5, please indicate the question and the possible reason why the objective was not achieved.

What suggestions can you offer for the improvement of the workshop?

UNIVERSITY of PENNSYLVANIA

PHILADELPHIA 19104

Graduate School of Education

[illegible]

[illegible]

[illegible]

West Philadelphia University City High School
Workshop

Name _____

Subject Taught _____

What are the main problems you face in your teaching?
or
What are the main problems you face in learning?

_____

_____

_____

_____

_____

_____

_____

Is there a need for change or improvement in counseling and guidance?
If yes, describe.

_____

_____

_____

_____

[illegible]

June 11 to July 31, 1971

I. Spencer Miller Memorial
Girls and Women Services
Philadelphia, Pa.

Director - Robert L. Lee
Assistant Director - Charlotte Lewis

Ed. Antonio C. Valenti
Deputy Superintendent
for Programs

Ed. David A. Sonnenberg
Deputy Superintendent
for Operations

Ed. Jack R. Steele
Superintendent of
Philadelphia Schools

Curriculum

The West Philadelphia University City High School Weekday will not be ready for occupancy until after September of this year. Therefore, the Curriculum Committee has the school has determined a plan as to maximize that which the operation of a pilot program until the new building is available. Included* this connecting several plans are included in the pilot Curriculum and the Lunch Superintendent for Instruction. Each of these periods which each county Secondary would be selected for four months during summer and would enter this interim facility.

Three hundred of the students were to have been selected and the number were to be selected on the basis of their attitude and interest as reflected under math. Forty teachers, most of whom were participating in the Summer workshop, were selected for the second one. The hours for the students were from 9 a.m. to 12 noon, and those for the teachers were from 9 a.m. to 3:30 p.m.

The workshop was conducted in the T. Eyrene Valley Junior, Site and Older Schools, from June 29 through July 31, 1970. Monday was devoted to the Curriculum Session, which included a luncheon, refreshments, &c.

Pre-planning services were held with Christine Lavens, Dr. Judith Butchell, Dr. Kenneth George, William Seymour, Gary Thompson, Alice Frank and Barbara Seeley.

Dr. George E. Love, of Villanova for the Urban Affairs of Philadelphia was the speaker at the luncheon. Miss Charlotte Lavens was the Assistant Director. Dr. Arnold V. Galassi was the principal. Dr. Butchell-Bell Young is the Director for Supervisors.

Teachers

Letters were sent to principals of junior schools requesting them to recommend teachers and requesting that copies of curriculum guides in English grade eleven. Letters were also sent to principals of junior schools inviting eighth grade students requesting them if the possibility for students having an interest in science could be explained for the Lincoln facility. However, these students would be considered on competitive basis on examination. This test was administered and developed by the science and math teachers selected for the workshop. The teachers were disappointed upon completion of the examination, the students results were recorded on the papers. Letters were sent to each student receiving the top grades. However, some of the parents did not like the location of the workshop because it was in a ghetto community and withdrew their children from the program. During the first weeks, 373 students were in regular attendance.

On the first day of the workshop, the teachers were orientated in a circle in the gymnasium. Each person gave his first name and the name of his school and the next person had to repeat the names that had been previously stated and then give his own. Within the week everybody knew each other's names. The teachers were then asked to divide into two equal groups and to select either myself or Charlotte Lovato as their leader. When these were made, the teachers were given the instructions to do "It" and a discussion followed. Plans and the operation of the high school were given by me. During the afternoon session, as well as during the first week, we were involved in achievement motivation sessions established by Dr. Alfred Alschuler. Dr. George Love had been trained in an Achievement Motivation Workshop conducted by Dr. Alschuler and was certified to teach others in similar sessions. The Workshop proceeded according to the attached schedule during the remainder of the weeks.

A principal was appointed effective July 1 and was involved in the workshop. Community persons attended the workshop on a voluntary basis and were active participants.

Students were allowed to form their own groups and the teachers that would work with them. Eighteen groups were formed with at least two students working with each. Interest and attendance were excellent throughout the workshop. Planning sessions were held each afternoon.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Student Perception of "Problems that Interfere with Learning"

Equally important in the improvement of science teaching is to discover what the students think is interfering with learning. To get at this, four hundred ninth grade students were interviewed at an EE '72 summer workshop in the School District of Philadelphia. The following chart summarizes the views expressed by the students.

Teacher	Curriculum	Skill Deficiencies
Teachers are fast insensitive to individual students	Lacks challenge	Reading
Teachers form text authoritarians	Not related to lives of students	Spelling
Noisy classrooms		Mathematics

EXCERPT

Student Perception of "Ways to Learning"

A group of 600 students at West Philadelphia University City High School were asked to react to the question: "What makes it hard for me to learn?" A summary of expressed responses follows.

Teacher too rapid and does not bother to go over it twice.
Pupil would rather have independent study than group study.
Pupil needs more individual help.
Pupil needs more of a challenge in his studies.
Pupil feels that the discussion is not open enough so he can participate.
Pupil feels that the teacher does not like him and therefore does not listen to him.
Pupil needs more help in spelling and reading from teacher possibly in twice time.
Pupil has trouble in Math and says the teacher does not help you and the counselor can't help.
Pupil says that the teacher talks too much about discipline and not enough about studies.
Pupil is angry because the school does not teach about current events.
Pupil feels that she is placed wrong for her ability to learn, some of her classes are too rapid while others are too slow in teaching the process of learning.
Pupil feels that the teacher in teaching the subject should present it in a more interesting way.
Pupil has personal problems and when she comes to school the children tease her and make fun of her and the teacher does nothing to rectify the situation.
Pupil does not like to write at all.
Pupil is considered a trouble maker but says he isn't and says that he needs more help in English and more counselors.
Teachers do not have control of the class, therefore, it is difficult to learn english.
Pupil wants more information on films and cameras because he is interested in becoming a cameraman.
Pupil says teacher does not teach assigned subjects nor does she teach the subject that she has been prepared for.
Pupil feels that the teacher thinks he is too superior to be bothered with him.
Pupil feels that he needs more freedom in the classrooms.
Pupil feels that the teacher does not give him sufficient time to study for a test except the night before.
Pupil needs more review.
Pupil needs more help in reading comprehension.
Pupil needs more opportunity to express himself.
Pupil needs more vocabulary words.
Pupil thinks that teachers have closed minds, as far as the pupils' ideas go.
Pupil feels he needs more time to complete a project.
Pupil feels that when he knows the lesson he becomes bored, and therefore, gets in trouble for playing around.
Teacher moves in the room when needed by the pupils.
Seating position, so the child never really gets all the lesson.

The Counselor's Task

If counselors are to be agents for change, as they claim, then they must seek change not only within the individual but for the societal system that produces alienation. There are two possible ways to view the counselor's function. The first, by far the most predominant way of thinking, views the counselor's function as a psychological one, calling for the counselor to work in a one-to-one relationship with the client. The second approach is sociological, in which resolution of students' problems is attempted through the restructuring of the school. Weinberg's contention is that only as counselors come to accept the sociological viewpoint will they become effective agents for reconstruction and change.

Developmental guidance thus is concerned with improving the learning environment of school and the home. It is concerned with reconciling the uniqueness of the individual with the demands of his society and culture. The focus is on the development of both cognitive and affective learning. This theory of developmental guidance is concerned with the development of ego strength, not just its repair.

ULTIMATE AIM	A school counselor. . . . is concerned with and accepts a responsibility for assisting all pupils, and has as his major concern the developmental needs and problems of youth.
INTERMEDIATE AIM	The school counselor is dedicated to the idea that each pupil will enhance and enrich his personal development and self-fulfillment by means of making more intelligent decisions if he is helped to better understand himself, the environment he perceives, and the relationship between these.
IMMEDIATE AIM	To help each pupil to meet the need to understand and accept himself in relation to the social and psychological world in which he lives. To assist each pupil to meet the need to develop personal decision-making competency. To assist all members of the school staff individually and through the total educational program, parents, and the community, to contribute to each child's development.

Functions of Counselors in Educational Institutions

Much of the discussion devoted to counselor roles at different educational levels is also pertinent to a discussion of counselors' functions. The great mass of professional literature has been concentrated upon functions of secondary school counselors. The following statements, therefore, describe secondary school counselors' functions as perceived by the American School Counselor Association.

1. To provide counseling relationships with pupils for the purpose of helping each pupil to understand and to accept his aptitudes, interests, attitudes, abilities, opportunities for self-fulfillment, and the interrelationship among these.

2. To provide counseling relationships with pupils conducive to developing personal decision-making competency.

3. To provide consultative assistance and, through studying children, provide information to all members of a school staff for the purpose of understanding the individual child.

4. To provide information (and conduct research) for program development to staff members, information about pupil educational and psycho-social development, in addition to significant changes in the school and non-school environments which have implications for instruction and the psycho-social well-being of pupils.

5. To provide consultative assistance to parents for the purpose of helping them to understand the developmental progress of their child, his needs, and environmental opportunities, for purposes of increasing their ability to contribute to their child's development.

6. To interpret to the community the importance of consideration for the individual and the contribution of the school counseling program to that end.

7. To promote in the community non-school opportunities necessary for pupil development.

8. To use and/or promote community resources designed to meet unusual or extreme needs of pupils which are beyond the responsibility of the school.

9. To coordinate his efforts with other pupil personnel specialists.

An Educational System for the 70's

THE SCHOOL DISTRICT OF PHILADELPHIA
21st and Parkway
Philadelphia, Pennsylvania 19103

GEORGE H. LOVE
ES '70 Coordinator
Phone 448-3108

July 10, 1970

[illegible]

Dear Parent:

We sincerely hope that your child has benefited from the summer workshop that was designed to help him prepare for the West Philadelphia University City High School.

We regret that we are unable to see with any degree of certainty that a definite site has been selected to house our program in September. Therefore, it will be necessary for your child to return to the sending school at the start of school in September unless you have from us prior to that time.

We are hopeful that our program will start in September. In the event that we will start at a later date, your child will be given the opportunity to attend.

Kindest regards.

George H. Love
George H. Love
ES '70 Coordinator

Dr. Ronald V. Gleaton
Dr. Ronald V. Gleaton
Principal,
West Philadelphia University
City High School

D. SAMPLE AGENDA OF MEETINGS

June 25, 1970

[redacted]

AGENDA

I. [redacted]

A. [redacted]

1) [redacted]

2) [redacted]

3) [redacted]

4) [redacted]

B. [redacted]

1) [redacted]

2) [redacted]

a) [redacted]

b) [redacted]

3) [redacted]

II. [redacted]

A. [redacted]

a) [redacted]

b) [redacted]

1) [redacted]

2) [redacted]

3) [redacted]

B. [redacted]

III. [redacted]

IV. [redacted]

V. [redacted]

AGENDA

ORGANIZATION AND CURRICULUM ADVISORY COMMITTEE

Meeting - Thursday, February 1970
8:30 P.M. - Faculty Club

A. Subcommittee Reports
   1. Community Relations
   2. Adult Education
   3. Curriculum
   4. Feeder School
   5. Faculty Recruitment

B. Recommendations

C. Principalship

D. Interim School Facility
   1. Requirements: An interim facility for the 69 '70 program beginning September, 1970
   2. What has been done?
      a) Recommendation of Community Relations Committee that the Mulberry School be the interim facility
      b) Recommendation of the Advisory Committee that the facility preferably be located in District One
      c) Location of possible site at 6th & Baltimore Avenue
      d) Suggestion that the Oncologic Hospital be used as the possible site
   3. Problems
      a) School District funds are not available
      b) Site should accomodate at least 300 students
      c) Site needs to be identified immediately
   4. Suggestions (In light of the above)
      a) Mulberry School be used (Least expense)
      b) Portable units be established near Bellevergne Junior High
   5. What should be done?

E. Other Business

F. Date and Time for next meeting

G. Adjournment (9:30 P.M.)

E. SAMPLE REPORTS

December 19, 1969

[illegible] and Curriculum Advisory Committee

West Philadelphia University City High School

The regular business meeting of the Organization and Curriculum Advisory Committee for the West Philadelphia University City High School was held on Thursday, December 18th, at 5:00 P.M., at the Faculty Club of the University of Pennsylvania. In attendance were Lewis Thomas, Frances Carter, Victoria Jones, Ann Nelson, Hildegard Illerbrunn, Philomena O'Hanlon (representing Marjorie Fennell), Louise Jones, Clayton Buell, Jr. Sylvia Chang, James Shuster (representing Eleanor Sandstrom), Dr. Robert Jones, Marjorie Livingston, Dr. Kenneth George, Frank Bates, Joyce Cohen, Milton Kotelli, Dennis Abramowitz, Dr. Kenneth-Neil Young, George Love, Sally Petito, Dr. Leonard Finkelstein, Susan Weiss, Marjorie Gumbis and Lois Pearson.

The meeting opened with reports given by the following persons:

1. Dr. Kenneth George gave the report of the Faculty Recruitment Committee covering three areas:

   a. <u>The Appointment of a Principal</u>

Several letters had been sent to Dr. Shedd regarding the withdrawal of Mr. Scott's name as the designated principal for University City High School. However, no response has been received. The committee has been unable to proceed until it has definitely been given the right to proceed in the sending of announcements for the University City High School principalship. After much discussion, Dr. Young said that she would contact Mr. Bacon or one of the other administrative assistants to see why no responses have been given. Dr. George informed us that the committee will probably appear at the next Board meeting unless the matter is resolved.

b. The announcement for the principalship has been developed by Mr. Herbert Isakoff of the Personnel Department and a copy has been sent to Dr. Shedd for his approval. No response has yet been received. Dr. Young will also try to obtain information regarding this. It was pointed out by Mr. Love that the principal should be involved in selecting the staff for the school, and it is hoped that this could be done as soon as possible in order to proceed with the selection of the other staff members with whom the principal will be working. Dr. George informed us that the committee recommended that the announcement for the principalship should be distributed to the Philadelphia School System.

c. The third phase of Dr. George's report dealt with the review of applicants for the University City High School. Some of the participants in last summer's workshop have been given low ratings and the committee plans to visit them to determine the positive effects of the workshop experience.

The following recommendations were properly moved and adopted:

1. The Advisory Committee appoint Dr. Hunt and the members of the board to request the appointment of a person as recommended by Dr. Savage for the position of principal. This was unanimously approved.

2. The initial announcement for possible principalship of West Philadelphia University City High School should be made first to local board of education personnel. The motion carried 18 to 3 with 2 abstentions. Dr. Young commended Dr. Savage for this report.

3. Mr. Glenn Owens, Chairman of the Community Relations Committee, discussed clarification of the communications task. He stated that there were five committees that had been established. These were: The Advisory Committee, Subcommittees, Ad Hoc Committee, and Public Hearing Committee. He suggested that the Advisory Committee should be the umbrella committee for all of the other committees. Mr. Love explained that the subcommittees do make recommendations to the Advisory Committee for appropriate action. Dr. Young stated that she could see no difficulty with the Advisory Committee being the clearing house for the other committees that might be established, although it might be feasible for a subcommittee to work directly with an Ad Hoc Committee in resolving a particular problem.

Mr. Owens reported on a visit to the McIntyre and the Cleghorn Schools, and Mrs. Louise Jones clarified the report. The Cleghorn School is unsuitable as an interim facility for University City High School, while the McIntyre has definite possibilities. However, the latter has no lunchroom, and the toilet facilities are inadequate. Mr. Owens suggested that we use the McIntyre as the interim facility. Dr. Young said that she would like the facility to be in District One and that she would exhaust every possibility before moving the ES '70 Pilot Program to another district.

The following motion was unanimously approved and adopted:

> That a unit of the West Philadelphia University City High School be opened September, 1970, in an interim facility preferably located in District One. Dr. Young said she would involve the Community Relations Committee in the selection of the site.

3. Dr. Leonard Finkelstein gave the report of the Feeder School Committee. There was a question regarding the opening of the school with a student body of 1,000 to 2,500 students. Much discussion followed. Mr. Owens said that the student enrollment should not exceed 2,000, although he hoped that we would have an optimum enrollment of not more than 2,500. Mr. Bette mentioned that the Free School program, if it gets underway as planned, would reduce the enrollment of the West Philadelphia High School by 1,200 students. Since the present

enrollment of West Philadelphia High School is 3,800, this would reduce their enrollment to 2,800 students. If University City High School takes 2,500 students, including 300 magnet pupils, this would leave 800 students at West Philadelphia High School. Mr. Tabellario was directed to contact Bessie Rogers for additional information regarding enrollments and feeder patterns for the three schools involved so that the total enrollments for the University City High School will not exceed 2,500 students, including the magnet component.

There was a suggestion that students from Steeles, Wilson, and the Junior Schools be given first consideration for inclusion in the magnet component.

b. Mr. George Love distributed copies of the Curriculum Subcommittee report for perusal by members of the committee. The following recommendations were properly moved, seconded and adopted, although there was expressed concern over the timeliness of the first one.

   a. That a bi-plane helicopter unit be approved for the West Philadelphia University City High School.

   b. That a request be made through proper channels to the School Board for the immediate release of eight teachers to continue interdisciplinary curriculum development until such time that federal or state funding may be obtained for this purpose.

Mr. Love gave a brief report on the Aerospace Education Foundation meeting that will be held in Washington, D.C., January 26-28th. A report will be given at the February meeting.

Due to the lateness of the hour, the meeting was adjourned, although all of the agenda items had not been covered.

Mr. Steven Hatos was asked by Dr. Young to give a presentation at the next meeting of the Advisory Committee. The date was set for Thursday, February 19th, from 2:30 to 4:30 P.M., in the Faculty Club of the University of Pennsylvania, 200 S. 36th Street, Phila., Pa.

Respectfully submitted,

GEORGE H. LOVE

ESEA '71 Coordinator

[redacted]

[redacted]

File # 113
February 11, 1970

Dr. Harendal-Shell E. Irving
Statistic Superintendent
District One
Klein Junior School
43th and Somerford Avenue
Philadelphia, Pa. 19130

Dear Dr. Irving:

In answer to your request of January 10, 1970 the staff has reviewed the Foster Fellers Committee recommendations for amendments to the proposed funding system for West Philadelphia University (City High School). Attached is a copy of that analysis which includes the projected enrollments which you requested.

If there are any additional questions, we will try to answer them.

Sincerely yours,

B. Bruce Hoffstrom
Associate Superintendent

BBH:jlr
Enclosure
cc: Dr. Finkelstein
Harold J. Rogers

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February 20, 1970

To: S. Bruce McPherson

From: Harold J. Rogers

RE: Review and Analysis of the Recommendations Made by the Parent Pattern Committee for West Philadelphia University City High School

The accompanying tables show the revised estimates of the projected enrollment at West Philadelphia University City High School upon the presently scheduled 1971-72 opening date. The first column in each table shows the projected numbers of pupils from the seven primary feeding schools: Hamilton, Belmont, Washington, Lea, Penn., Drew, and Lea. Other columns show the effects of the recommendations regarding pupils from Wilson, Dunlap and Steele and the net effect on the available space for magnet pupils.

The recommendation regarding the students from Wilson ... states "approximately ten students per grade". In other words, over a four-year period as pupils move from grade 9 through grade 12 there would be a total of 40 pupils from the Wilson area enrolled in the high school.

The recommendations regarding pupils from Dunlap and Steele are not clear as to whether 55 students per year are to be admitted from each school area or about 14 per year equalling a total of about 56 students from each area in a four year period as pupils move through the four grades. This point must be clarified by the Committee.

If the intent was to admit about 55 per year from each of these schools, this is equivalent to a 440 pupil increase in the projected local enrollment over the four-year time span required for each group of pupils to move through the school.

(55/year /school = 11./year x 4 = 440)

With a 440 pupil increase in the local enrollment, there would be no room for pupils in a magnet program (see Table 2).

If only 14 students from each of these areas were admitted each year (ie. 56 from each school over four years), the increased enrollment from this recommendation would only be 112. As shown in Table 1, there would still be space for some magnet pupils although not the 400 to 440 originally proposed.

Table 1

Projected Enrollment - West Philadelphia Tuberculin Class High School
(Enrollment Allowance of 14 per year from Dunlap and Woods Areas)

Year	Projected Enrollment Gr. 9-12 from Feeding Schools [1]	Enrollment Allowance Wilson [2]	Dunlap [3]	Woods [3]	Projected Local Enrollment (Sub-total cols. 2-5)	Space for Regular Pupils [4]
	(1)	(2)	(3)	(4)	(5)	(6)
[illegible]	2680 - 2895 [5]	28	14	14	2918 - 3013	877 - 90[illegible]
[illegible]	2930 - 3040 [5]	28	28	28	3086 - 3196	866 - 958
[illegible]	3040	28	42	42	3154	946
[illegible]	3130	42	56	56	3282	984
[illegible]	3243	42	56	56	3397	1019

[illegible], Holcomb, Huntington, Locke, Powell, Drew and Lee.

[illegible] per year to, in 1971-72 a total of 28 pupils; in 1972-73, a total of 28 pupils; in 1973-74, a total of 28 pupils; in 1974-75 will happen, a total of 42 pupils.

[illegible] year of a total of 56 over a four-year period. i.e. in 1971-72, a total of 14 pupils; in 1972-73, a total of [illegible] pupils, etc.

[illegible] of 2930 shown calculated in column 6. Note that this is a total figure. If segment pupils are [illegible] grades with the actual space, this number of students could be obtained. If segment pupils are [illegible] in grades 9 and 10 have only half this many pupils should be obtained to allow space for students [illegible] years. Even though on the whole there will be a full segment complement between grades 9-12 [illegible] will appear for more students the succeeding year.

[illegible] pupils to remain that were here while. Note, this high space, approximately 1/3 of the 11th and 12th grades [illegible] to attend the new school would result in the school [illegible] they were already enrolled.

Table 2

Projected Enrollment - West Philadelphia University City High School
(Enrollment allowance of 55 per year from Shurlay and Stowe Areas)

Year	Projected Enrollment Gr. 9-12 from 7 Feeder Schools [1]	Enrollment Allowance Wilson [2]	Shurlay [3]	Stowe [3]	Projected Level Enrollment (Sub-total cols. 2-5)	Space [4] Project Requirements
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1975-76	2650 - 3085 [5]	25	55	55	2830 - 3315	3[illegible] - [illegible]
1976-77	2580 - 3060	85	110	110	3230 - 3630	[illegible] - [illegible]
1977-78	3000	30	165	165	3500	--
1978-79	3130	40	220	220	3610	--
1979-80	3145	40	220	220	3625	--

1. Whitman, Belmont, Washington, Locke, Powel, Drew and Lea.
2. 25 per year, ie. by 1976-77 a total of 25 pupils, by 1977-78, a total of 85 pupils; by 1978-79 a total of 30 pupils by 1979-80 a total of 40 pupils.
3. 55 per year or a total of 220 over a four-year period, ie by 1976-77 a total of 55 pupils by 1977-78, a total of 110 pupils, etc.
4. Student enrollment of 2500 minus sub-total in column 6. Note that there shown this is a total figure. Because there would be no space for August pupils after the first ten years of school operation, no August pupils should be admitted in 1976-77 or 1977-78 for there would not be room for these or any additional pupils from 1978-79 on.
5. The smaller estimate assumes that when West Phila. Hebr. City High opens, approximately 1/3 of 11th and 12th grade eligible to attend the new school would remain in the schools where they are already enrolled.

[illegible] public [illegible] of [illegible] public [illegible] [illegible] public free access who would be in Shaler. The cost of the related costs after the opening of the new high school. Shaler will have 4th grade pupils and Shaler pupils will not enter Salisbury as long as Shaler is a K-3 school.

There is still need for clarification with regard to the [illegible] patterns for pupils at Shaler and Lady who live in the area bounded as follows:

Perrydale Ave., Girard Ave., Saltsburg Street.
Freeport Rd., Pa. R.R., 40th St., Westinghouse Ave., 44th St., Lancaster Ave., Westinghouse Ave., 48th St., Girard Ave., and 44th St.

These children live within the present Salisbury boundaries and therefore have the right to attend that school. Under the proposed feeding system, there would not be room for them as a junior high pupils at either Salisbury or East Philadelphia University City High School.

Unless there is a change in the Salisbury boundaries, it would seem that residents in these areas could make a very strong case for the same kind of allowances for their children as those parents for Shaler and Dunlap. Each of these allowances cuts into the space available for out-of-area magnet pupils.

R.K.
4/20/70

F. INTERIM FACILITIES

July, 1970

FACT SHEET — BRITISH FACILITY
WEST PHILADELPHIA UNIVERSITY CITY HIGH SCHOOL

1. Teachers were notified about the 69 '70 school and former teachers and all interested persons were requested to submit resumes. The understanding was that they would participate in two summer workshops and then would be assigned to teach in the 69 '70 school.

2. A Faculty Recruitment Committee consisting of community persons, school administrative personnel, a teacher, and a university professor reviewed the resumes and arranged for school visitation.

3. Teachers were observed and interviewed in their home schools and reports with recommendations were made to the Faculty Recruitment Committee. On this basis, appointments to the summer workshop were made.

4. Thirty-five Thousand and Five Hundred Dollars were obtained from the State Department of Education to conduct the workshop last summer.

5. The workshop to train teachers for working in the individualized environment was held on the campus of the University of Pennsylvania.

6. In addition to providing the space, the University also granted free tuition, one course unit of credit, and waived the registration fee for each participant who desired credit.

7. The State Department of Education provided funds in the amount of Twenty-Nine Thousand Dollars for a second workshop this summer.

8. The workshop is being held in the S. Spencer Miller School, 42nd & Westminster Avenue, and involves approximately fifty teachers and four hundred students.

9. The University of Pennsylvania and Drexel University, through the auspices of Milton Eisenhower of the West Philadelphia Corporation, have provided bus transportation for students from the two School area.

10. Some teachers in the workshop have turned down other positions in order to be available for assignments to the interim facility.

11. Many meetings have been held with Drexel University concerning the use of the Chronogic Hospital as the interim facility.

12. The School Facilities Land Acquisition and our Architectural Divisions have been involved in discussions along with persons from Drexel.

13. A proposal has been made that the Chronogic Hospital be leased from Drexel at a cost of $10,000.00 per year for a five year period. This would cover costs for renovation and use of utilities.

July, 1970

FACT SHEET

OPTIONAL FACILITY
WEST PHILADELPHIA UNIVERSITY CITY HIGH SCHOOL

14. Additional costs of maintenance and custodial services would amount to approximately $15,000.00 per year and this would bring the total cost to approximately $42,000.00 per year.

15. The latest information indicates that the West Philadelphia University City High School will not be available for occupancy until March, 1972.

16. Some student records have already been received.

Encl

George H. Love
EE *PD Coordinator

March 20, 1979

PROPOSED FACILITY FOR WEST PHILADELPHIA UNIVERSITY CITY HIGH SCHOOL

1. Rationale

a) To ascertain present achievement levels of the students.

b) To discover strengths, weaknesses, needs, interests and aspirations of the children.

c) To orient the students to a learner centered environment.

d) To give the students and teachers an opportunity to work together prior to making the student responsible for his achievement. (Summer Workshop)

e) To improve the basic skills of the student so that he is capable of independent work.

f) To continue curriculum development in a realistic setting with students and teachers involved in the process.

g) To alter, modify or abridge existing learning packets to meet the needs of the students.

h) To initiate a pilot program so that the transition to the West Philadelphia University City High School can be easily effected.

i) To justify use of monies that have been expended by the State Department of Education in the training of faculty for the school.

j) To implement on a small scale a much needed quality educational program for our high school students.

2. Physical Facility

The physical facilities of the school are adequate for our needs. The lighting, toilet facilities, and large space areas are excellent. The only changes that would need to be effected would be furniture from the warehouse to replace that presently in the school.

The materials and supplies can be requisitioned or borrowed from other schools and the Pedagogical Library. I have conferred with Dr. Natchalee about this. I have about $10,000.00 worth of electronic hardware and software ready for placement in the school.

3. Students

The student body will consist of 240 pupils randomly selected from feeder schools and 60 students selected on the basis of their attitude and interest in science and/or mathematics. Letters have been prepared and approved by Dr. Gratoan and we are waiting for permission to proceed with our selection.

The following list indicates the number of students in District One eligible for admission to the interim facility:

Masterson	9
Rhodes	11
Goldberger	313
Shaw (on call at Foreman)	94
McMichael	190
Powell (on call at Shaw)	19
Lee	149
Mantua Mini School	23
Total	907

Since there are only 240 positions available, we divide the total into the 240 and arrive at a percentage number of .6. Multiplying this by the number of students eligible from each of the schools, we arrive at the following numbers of eligibles:

Masterson	5
Rhodes	6
Goldberger	204
Shaw	21
McMichael	57
Powell	5
Lee	64
Mantua Mini School	9
Total	240

The plan is to have parents indicate by letter their desire to have their child participate in the interim facility. Those that indicate a positive reply will be placed in a pool and at an open meeting names will be randomly selected until the number eligible from that school is reached. Students who have not been selected will still have an opportunity to be part of the student body when the high school opens.

Respectfully submitted,

George M. Love
ESEA Coordinator

GML/bwg

An Educational System for the 70's

THE SCHOOL DISTRICT OF PHILADELPHIA
21st and Parkway
Philadelphia, Pennsylvania 19103

GEORGE H. LOVE
ES '70 Coordinator
Phone 448-3128

June 10, 1970

Dear

We are assigning this to you for assignment as a teacher in the Urban Facility for the West Philadelphia-University City High School beginning September 1970.

If for some reason you will not accept an assignment, if approval should be given by the Board of Education, will you please contact me prior to June 15th so that substitutions may be made?

Kindest personal regards.

Sincerely,

George H. Love
George H. Love
ES '70 Coordinator

GHL/pvg